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ABSTRACT

An experienced kindergarten teacher implemented a 10-week practicum intervention designed to improve the classroom management skills of 9 kindergarten teacher aides. In-service training for participants included planned workshops, observations, team activities, coaching, and evaluation. Each participant concentrated on a specific skill or area of classroom management. Observations were conducted for the purpose of identifying classroom management skills in need of improvement. Participants worked in teams and participated in observational learning activities. Practicum evaluation data indicated that aides increased in knowledge of behavior management skills and were able to apply their knowledge in their classrooms. It was concluded that the training program for paraprofessionals improved their effectiveness in the classroom and that future paraprofessional training programs were warranted. Related materials including pre/post tests and results, observation form and results, and teacher and paraprofessional surveys and results are appended. (RH)

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ED325233

A TRAINING PROGRAM FOR PARAPROFESSIONALS: CLASSROOM MANAGEMENT SKILLS

By

PAMELA STRACHAN

A Practicum Proposal

submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment for the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

July 1990

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Pamela Strachan

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ABSTRACT

A Training Program for Paraprofessionals: Classroom Management Skills.
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Descriptors: Paraprofessional-School Personnel/Teacher Aides/Staff Development/Training Methods/Classroom Management/Management of Student Conduct/Florida Performance Measurement System (FPMS)/Elementary School/

Paraprofessionals can offer a valuable resource in meeting the educational needs of students. In order for them to be an effective aspect of the classroom inservice training should be provided. The purpose of this project was to establish a training experience for paraprofessionals that would improve their classroom management skills. A sample population of paraprofessionals participated in this program. Writer created pre and post tests were administred to determine the groups knowledge of classroom management skills and characteristics of student conduct. Information and research relating to student conduct from the FPMS were presented. Inservice for the target group included planned workshops, observations, team activities, coaching and evaluation. Observations were conducted to identify classroom management skills that needed improvement. Individuals worked in teams and participated in observational learning activities. The results of this project indicated that there was an increase of knowledge of behavior management skills. The target group also showed the ability to apply this knowledge in the classroom setting as indicated by the observations. It was concluded that the training program for paraprofessionals improved their effectiveness in the classroom and that future progams of this nature are warranted.

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Chapter I

PURPOSE

LOCATION

The implementation of this project took place in a suburban community comprised of a middle income socio-economic population. This region of the targeted school is now recognized as the fastest growing area in the county. Families are moving into the community on a daily basis due to the expansion of local business and related opportunities. They are also attracted to the community based on the reputation of the school and the staff.

Through consistent and continuous teamwork, the school and community have achieved a positive and highly effective relationship. Involvement of the school, home and local business truly make this a community oriented school.

FACILITY

At the time of implementation, the targeted school was in its seventh year of operation and had an enrollment of approximately 1200 students in kindergarten through grade four. Grade five students

have attended the neighboring middle school for the past two years to alleviate overcrowding. The school had an average of nine classes per grade level. Each grade level had an average of twenty-six students per class with the exception of the kindergarten level which had thirty students per class. In addition to the regular classroom units there were twenty-four units in Exceptional Student Education and seven units in Fine Arts.

The original design of the school was constructed to accommodate 800 students. In its third year of operation, this school grew to become the largest elementary school in the state. Since this time, funds have been provided to build two elementary schools to relieve the overcrowding. Plans are now under way for a third school to be established in this area in the near future.

PERSONNEL

During the implementation, the school administration was comprised of one principal and three assistant principals. There were 73 teachers, 41 paraprofessionals, one media specialist, one guidance

counselor, two primary resource teachers and an Exceptional Student Education coordinator. Professional educators at the school include beginning teachers and veteran teachers as well as classroom interns.

Paraprofessionals are classified as non-instructional personnel and are hired under the categories of teacher aide and instructional aide. A position of teacher aide requires a high school diploma while instructional aides have completed a minimum of thirty hours of college credit. Paraprofessionals are assigned positions at the school center based on these categories. All kindergarten paraprofessionals are teacher aides.

The administration and faculty believe that education is an on-going process and serves students with diversified needs, interests and potentials. Appropriate placement for every student is a goal. The staff also recognizes the necessity to continue professional growth and development. Participation in staff development programs increases knowledge, awareness and skills to enhance the instructional program.

RESEARCHER

The writer has completed nine years of teaching and was entering the fifth year of employment as a kindergarten teacher at the school. The writer has also served as grade chairperson for the kindergarten unit for the past two years and was continuing in that role. The writer, as chairperson was responsible for the coordination and implementation of activities, schedules, special programs, inventories and information. The kindergarten unit consisted of nine teachers and nine paraprofessionals. Each class had approximately thirty students and was assigned a full time paraprofessional.

The writer was actively involved in the steering committee for accreditation by the Southern Association of Colleges and Schools (SACS), Budget Committee, chairperson of the Science Fair Committee and served as an Other Professional Educator (OPE) in the Beginning Teacher Program.

The problem statement addressed by this report focuses on the role of the paparprofessional in the classroom setting. Over the years the need for paraprofessionals has been identified in various educational settings. The duties of these paraprofessionals may vary from clerical to housekeeping as well as small to large group instructional activities. The assistance of paraprofessionals is found in all levels of education including kindergarten, special education and vocational programs.

According to the Public Information office of the targeted county there were currently 2,239 paraprofessionals employed with 400 of these individuals in the kindergarten program during the 1989-1990 school year. Educational qualifications for a position as a kindergarten assistant include a high school diploma. Experience and knowledge of child development vary greatly from one individual to another. Individuals may come to the job with years of experience or simply with no skills at all. Since many paraprofessionals require training, it would be assumed that programs of this nature are in operation. In looking further at the targeted school, it was found that no such training existed at the school level. At the district level it

was found that a needs assessment was being conducted for staff development for all non-instructional employees (See Appendix A, Interview Questions). There is a strong need for this training as noted by the department of non-instructional development for the county (See Appendix B, Letter from Non-instructional Development). However this training program was not available for implementation this fiscal year.

Since the writer had the opportunity to work closely with the teachers and the paraprofessionals in a leadership role, certain needs were observed. Over the last three years the turnover rate of the kindergarten assistants had ranged from 33 1/3 percent to 54 percent per year (See Appendix C, Percentage of New Personnel). Frequently the individuals leaving these positions had no previous experience as an assistant. In the 1988-89 school year the kindergarten teachers expressed that certain guidelines for kindergarten assistants should be established. At this time a booklet of duties, procedures and suggestions was written by the kindergarten teachers and implemented for all kindergarten assistants (See Appendix D, The Kindergarten Aide).

The writer surveyed the kindergarten teachers to collect additional information regarding the need for training for paraprofessionals. Results of this survey provided further evidence that such a need did exist (See Appendix E, Survey:Kindergarten Teachers). The kindergarten teachers surveyed stated that an outline of the assistants duties should be included in the training program. Additional areas of concern included discipline procedures and child development principles. The teachers also noted the importance of a good working relationship between the teacher and the assistant. Through training the teachers would be able to better utilize the assistance of the kindergarten paraprofessional and improve the climate of the classroom.

The writer intended to provide kindergarten assistants with knowledge of skills to enhance their work in the classroom setting. Special emphasis was placed on specific behaviors that affect student achievement and conduct. Information from the Florida Performance System (FPMS) was provided which correlates with student achievement and conduct. The writer designed and implemented a training program for the assistants that included planned workshops, observations, group interaction and evaluation.

The following objectives were established to provide measurable outcomes to determine the significance of this project.

Objective One

Over a period of ten weeks, the paraprofessionals (kindergarten assistants) would improve their knowledge of behavior management skills on an average of 15 percent as measured by a writer created pre and post test.

Objective Two

Over a period of ten weeks, the paraprofessionals would correctly apply their skills in behavior management 75 percent of the time as measured through observations recorded on a writer created instrument.

Objective Three

Over a period of ten weeks, 75 percent of the participants would find the training valuable with useful applications as measured by a writer created survey.

Chapter II

RESEARCH AND SOLUTION STRATEGY

A paraprofessional is an individual who works closely with a classroom teacher in the educational process. Pickett as cited by Learn (1988) clarifies the term paraprofessional.

> A paraprofessional is a person : 1) whose position is either instructional in nature or who provides other direct or indirect services to students and/or their parents; and 2) who serves in a position for which a teacher or another professional has the ultimate responsibility for the design and implementation of individual educational programs and related services. (Pickett, 1986, p.33)

The use of paraprofessionals has served many purposes which ultimately facilitate and maximize the use of the professional skills of the teacher. Trained paraprofessionals provide an important aspect of the instructional program in that they assist the teacher in meeting the individual needs of students as noted in the literature. Certain problems may exist regarding the utilization of the services of paraprofessionals. These problems include: authority and role confusion, personality differences, misalignment of instructional priorities and task inefficiency (Lacattiva, 1985). These problems result in varying degrees of weaknesses and inefficiency in the classroom setting. In addition

Reetz (1987) found that paraprofessionals often recieve low wages, little credit for their efforts and accomplishments within the classroom and have little control over their role in the classroom. Because of these factors the turnover rate among paraprofessionals is often high.

The articles reviewed supported training programs for paraprofessionals to improve performance in the instructional setting. Steckelberg (1988) indicates that 80 percent of paraprofessionals receive no training prior to employment or on an ongoing basis. A previous study by Steckelberg (1986) shows that paraprofessionals are effective in various settings when proper supervision and training have been provided. The benefits of the use of a paraprofessional include more teacher time for creative planning, provision of more individual attention to student needs and an increase in the quality of instruction. Additional studies provide evidence that trained paraprofessionals enhance the instructional program of underachieving students in the classroom setting (Johnson, 1987).

Lindsey cited by Learn (1988) discussed the types of activities that can be used as part of an effective

training program for paraprofessionals. He suggests involving key personnel including instructors, principals and counselors in training activities. This provides the opportunity to present information about the students and their needs as well as forming a positive network through these staff members. Other activities for the paraprofessional would include observation of classes in session and supervised teaching experiences. Nielsen (1977) listed the following guide points for orientation and training which are still being used today.

Guide Points:

a. Start with what the aide actually knows now and build on it.
b. Teach only so much at a time.
c. Use practice and repetition to help proficiency.
d. Demonstrate and illustrate.
e. Make allowances for INDIVIDUAL DIFFERENCES.
f. Create a feeling of confidence in the aide.
g. Allow the aide freedom to make mistakes.
h. Make sure the aide knows what is expected of him/her.
i. FOLLOW-UP inservice to see if the aide understands.
j. Use a VARIETY of presentation methods with an individual or group.
k. Periodically REVIEW and EVALUATE the supervision that is provided for the aide.
l. TEACHERS should receive inservice training which would:
   - Detail the assignment of the aide.
   - Emphasize acceptance of aides.
   - Stress communication with the aide.
   - Provide for teacher-aide instructional teams.

   (pp. 18 - 19)

Duties

It is important that paraprofessionals have a clear understanding of their job responsibilities and that these duties are consistent with the guidelines of their immediate program. Holdzkom (1984) groups these duties into three broad categories which are instructional assistance, clerical or technical assistance and general classroom assistance. In the instructional area the paraprofessional works closely with the teacher in planning, organizing and evaluating activities as well as activities that improve the total school program. Clerical assistance is necessary to help with the on-going requirements of the daily program. General assistance includes meeting student needs through the use of rules and regulations and by providing a positive role model. In the area of special education, Vasa and others (1984) established a time frame for the duties of the paraprofessional with 70 percent of time spent directly involved with the students.

Child Development Principles

Literature reviewed suggested that child development principles should be included in a training

program for paraprofessionals. These individuals typically do not have backgrounds that provide them with knowledge of students with special needs. It is important to provide these assistants with information that may equip them to serve these students in the best way possible. Suggestions for training programs as established by Leigh and others (1987) emphasize principles that focus on the child as a unique individual who learns by doing. Additional techniques for paraprofessionals established by the Indiana State Department of Education (1986) emphasize the use of praise in working with students as well as encouraging students to accept and learn from past experiences.

Discipline Techniques

The paraprofessional must have a clear understanding of the discipline program implemented at the school center and follow it accordingly. Consistency is a vital part of any discipline technique therefore the classroom teacher and the paraprofessional should work together to achieve these goals. Leigh and others (1987) recommend techniques that will stress self-control rather than teacher control. Students should realize that they are responsible for their own

actions. Establishing positive discipline techniques can be done through correct teacher modeling, establishing clear and concise rules and consequences and positive attitudes towards students.

Special emphasis on the management of student conduct is evidenced in the state of Florida through the Florida Performance Measurement System (FPMS) (1983). The FPMS is a statewide evaluation model of teacher performance based on "best practices" research. These research studies do not prescribe a particular teaching style. Instead a guide has been established to deal effectively with students. The management of student conduct deals with 1) the educator's performance that reduces the probability of student disruptions, 2) ways of stopping disruptive conduct once it begins and 3) ways of dealing with serious misconduct. Areas of concentration include rule specification and practice, teacher withitness, effective desist techniques, group alert and effective praise (Domains of the FPMS, 1983).

Positive Working Relationships

The role of the paraprofessional requires interaction with administrative personnel, teachers and

students. The working relationship established between the teacher and the assistant is crucial to the success of the program. Each individual needs to have a clear understanding of each other's roles. Guidelines should be established for both the teacher and the paraprofessional to promote a positive working relationship. One suggestion offered by the Indiana Department of Education (1986) states the importance of keeping the lines of communication open by meeting as a team frequently. This time for conferencing should be set up on a definite schedule for further success.

Conclusion

Most researchers and writers recognize the importance of the role of the paraprofessional in the classroom setting. The researchers emphasize the importance of training programs for the paraprofessional to improve performance in the instructional setting. Some of the topics that should be included in the training program include job role expectations, behavior management skills, and child development principles. Training activities should be conducted by teachers, principals or counselors and should include observations, workshops and meetings between teachers and paraprofessionals.

Solution Strategy

Paraprofessionals offer an extremely valuable resource in meeting the educational needs of students. Research shows that most of the paraprofessional's duties involve activities which are directly related to the student. Important factors in the utilization of these employess include training for the paraprofessional which also includes an evaluation plan.

Upon reviewing the literature, the writer developed strategies to create a training program for paraprofessionals which would improve their effectiveness in the classroom setting. The training program was organized to provide the paraprofessionals with information on current research which would also identify specific behaviors that affect student conduct.

The writer combined research from articles and information gathered from the department of non-instructional development for the county (See Appendix A, Interview Questions) as the basis for the solution strategy. Needs were identified through a pre-test (See Appendix F, Pre/Post Test). Specific behaviors from the Florida Performance System (FPMS) that

correlate with student achievement and conduct were introduced. A professional tape from the library of the Beginning Teacher Program which defines management of student conduct was viewed.

Each person in the targeted group was asked to choose a specific skill or area of classroom management as an area of concentration. Observations were performed by the writer at the onset of the implementation. A post conference was held with each individual to interpet the observations and discuss behaviors identified as being in need of change.

The writer provided the information, coaching and planning that was necessary in order to assist the paraprofessionals to improve their classroom management skills. Each member of the group was involved in individual activities as well as team activities. Each member was also involved in joint sharing and planning sessions to encourage interaction of the group and offer multiple viewpoints that could be used in the implementation of the program.

Final observations were performed to measure and evaluate the degree of behavioral change in each participant. Paraprofessionals were also asked to

complete a survey to offer final comments and suggestions on the program and how to improve the effectiveness of training programs in the future. A post test (See Appendix F, Pre/Post Test) was administered to measure the degree of learning that took place.

The intent of the solution strategy presented by the writer was to help establish a positive training experience at the school center for paraprofessionals. It is hoped that this strategy offers useful activities that will train the individuals as well as establish group interaction among the members of the group to improve working relationships. The program was also designed to open communication among paraprofessionals, teachers and administrators as well as improve classroom skills that will result in meeting the educational needs of students.

Chapter III

METHODOLOGY

This practicum project focused on skills that would enhance the paraprofessionals effectiveness in the classroom setting. The target group consisted of nine kindergarten paraprofessionals. In plannning for this project the following objectives were established by the writer:

1. Discuss current methods of instruction through lectures, discussion and written materials prepared by the writer.

2. Introduce research to show effective management of student conduct as it is presented in Domain II of the Florida Performance Measurement System (FPMS) (1983).

3. Identify effective teaching behaviors related to student conduct.

4. Establish a sense of trust and unity among the members of the group through sharing sessions.

To accomplish these objectives the following steps were utilized:

1. View a professional tape available at the school center from the Beginning Teacher Program which defines management of student conduct.

2. Confere with individuals to provide coaching and planning that may be necessary to help the paraprofessionals increase their effectiveness.

3. Conduct sharing sessions to allow the participants an opportunity for interaction.

4. Provide the paraprofessinals an opportunity to participate in a team program with a partner to observe desired classroom management techniques.

Chronology of Implementation

Following is the chronology of activities for the ten weeks of implementation of this project.

WEEK 1: The paraprofessionals participated in an initial workshop to increase their level of awareness of student conduct and management procedures. A writer created pre-test was administered to determine the knowledge base of management effectiveness and student behavior. Information about the Florida Performance System (FPMS) was introduced and how it relates to the classroom setting. Terms from the Domain II of the FPMS which deal with student achievement and conduct were discussed (See Appendix G, Management of Student Conduct). Assistants also viewed a tape from the library of the beginning teacher program which

illustrated effective management of student conduct. Each individual was asked to study the terms discussed and choose a skill or area of classroom management as an area of concentration. In addition to these areas, the group discussed other ways to improve effectiveness in the classroom (See Appendix H, Suggestions for the Paraprofessional). This workshop took approximately 1 1/2 hours and took place during school hours.

WEEKS 2,3,4: During this time period, the writer began performing observations on each member in the group. Behaviors were identified that were in need of improvement. Observations were followed by a post conference. At this time management skills were discussed along with any problems that may be occuring. One behavior was selected by the individual in an effort to improve effectiveness. This phase of the program took the full three weeks. It was the intent of the writer not to disrupt the kindergarten classroom or require scheduling changes. Since most of the teachers use the paraprofessional in an instructional type setting during specific times, the writer tried whenever possible to be available for observations when these times occurred.

WEEK 5: The writer conducted a workshop with the paraprofessionals to address specific behaviors that would improve effectiveness on student behavior. Participants prepared for an observational learning experience by selecting a partner and establishing a date and time to visit each other. The team members had the opportunity to discuss what areas of behaviors were in need of improvement and offered helpful suggestions to other members. Partner teams also meet with the writer to answer questions and offer suggestions and guidance.

WEEKS 6,7: The paraprofessionals participated in observing their respective partner in an effort to identify positive management behaviors related to student conduct. Observations were recorded at the time of the observation. The writer monitored and assisted the participants by providing guidance and support required for the individual situation.

WEEK 8: A one hour sharing session to discuss the observational learning experience was conducted by the writer. Participants had the opportunity to communicate the results of this experience and offer suggestions to assist one another in plans for further improvement.

WEEK 9: The writer performed final observations to measure the degree of behavioral change. Post conferences were held to discuss the learning that had taken place during this project. Paraprofessionals were asked to complete a survey to evaluate the training program and offer positive suggestions for future projects of this nature.

WEEK 10: The writer conducted a one hour workshop to review identified behaviors. The paraprofessionals completed a post test to measure their knowledge of student conduct. Individuals offered comments and suggestions concerning the training program. The group also offered ideas for training of new paraprofessionals. The participants were recognized and thanked for their involvement in this project.

Chapter IV

RESULTS

In evaluating the results of this project, the writer will exam the degree to which the specified outcome objectives were achieved. Each objective will be addressed in terms of specific methods, activities and intervening variables that may have influenced the outcome of each goal.

Objective One

The writer collected data from a writer created post test. This test was identical to the pre-test which was given during the initial workshop in the first week of implementation. The instrument was based on research from the FPMS and focused on behavior management skills and student conduct. The test consisted of twenty true and false questions (See Appendix F, Pre/Post Test).

It was the intent of the writer that the paraprofessional's knowledge of behavior management skills would increase on an average of 15 percent. As indicated by the results (See Appendix I, Pre/Post Test Results), the comparison of this data indicates that there was an increase of knowledge by all nine participants. Of the total number of paraprofessionals, over one half of the group increased their test scores

by 15 percent. In the remaining group of individuals scores increased by 10 percent and 5 percent. The writer feels that through the planned workshops, identification of behavior skills and the viewing of the professional tape the paraprofessionals were able to improve their knowledge of behavior management skills.

Objective Two

Each paraprofessional was observed during the beginning weeks of the project. Observations were recorded on a writer created instrument (See Appendix J, Observation Form). Observations were recorded in a narrative format. Following the observation a post conference was held to identify a skill or area of management that was in need of improvement. Several participants chose more than one skill that they wanted to improve. During the course of the implementation the writer provided the participants with assistance, support and workshops to facilitate an increase in performance. Paraprofessionals were further encouraged to improve their skills through an observational learning experience with a fellow team member. Each participant chose a partner, discussed the skills to be

improved and offered suggestions to other members. Each paraprofessional had the additional opportunity to practice these skills during the observational experience with their respective partner. Final observations were conducted by the writer at the end of the project. The same instrument was used to record the observation.

As indicated by the results (See Appendix K, Observation Results), the participants were able to apply a specific behavior management skill during the final observation. In some situations the skill that was chosen was not observable unless students were engaged in disruptive behavior. It was the intent of the writer to promote learning through these observations and promote an awareness of a more positive approach to classroom management.

Objective Three

One important goal of the writer was to design and implement a training program for the paraprofessionals that would have useful applications and serve as a pilot for future training programs. To measure the degree of success of the program the participants completed a writer created survey (See

Appendix L, Survey of Paraprofessionals). This instrument asked specific questions to provide the writer with as much useful feedback as possible. Surveys were completed anonymously to gain the true feelings of the individuals. As indicated by the comparison of the responses (See Appendix M, Survey Results) it appears that this program proved to be successful in terms of what was learned and the ability to apply skills learned in a practical situation. During implementation of the program two of the paraprofessionals made a decision to further their schooling to enable them to become teachers. These individuals have applied for scholarships and will begin college classes this summer. The writer feels that the personal growth gained from this program has had a positive influence on each of the participants.

Chapter V

RECOMMENDATIONS

The results of this project have been shared with the administration of the school. The writer plans to continue the work of this project with additional paraprofessionals at the school center.

In cooperation with the administrative staff, the writer plans to implement a training program for all paraprofessionals with emphasis on new personnel. The writer will address the importance of providing this training program for paraprofessionals with faculty members. A goal of the writer will be to provide new personnel with the opportunity to participate in an observational learning experience with fellow paraprofessionals. This training is planned to begin at the beginning of the school year but will be an ongoing process. In addition, evaluation of the project will be continous and modifications will be made as needed.

The success of this program will effect many individuals. The program will encourage personal growth of the paraprofessional while increasing their effectiveness in the classroom. The classroom teacher will have the opportunity to increase the quailty of

instruction to students. Improved communication between all staff members will increase collegiality and promote positive school climate.

The information of this project will also be shared with the Department of Noninstructional Staff Development. As plans are made for the future, the writer hopes that the district will realize the need to develop on-going training for our paraprofessionals, both at the county level and at the school center. Through this training the paraprofessional can assist all educators in the quest for excellence for our students.

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Appendix A

Interview Questions

Telephone interview with Staff Development and In-Service Department in the target county.

1. Does the county provide training for non-instructional assistants (classroom aides)?

No. At this time a needs assesment is being conducted to determine the need for staff development and training for all non-instructional personnel including those individuals outside the classroom setting.

2. Will this program be implemented this year?

No. After the needs assesment is completed a steering committee of directors and principals will make recommendations for this training. This program will not be available this fiscal year.

3. Are there any training programs taking place in the county on a smaller scale?

A training program has been purchased recently through the American Guidance Society which deals with staff development. This kit includes both workbooks and tapes. At this time one of the area administrators is interested in modifying the program for use with nonn-instructional personnel.

4. Do you have any further comments on the staff development of non-instructional personnel?

At this time we see a significant need for training of individuals in the classroom setting. Our department would be interested in your training program and any future recommendations.

Appendix B

Letter from Non-instructional Staff Development

THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA
3323 BELVEDERE ROAD
P.O. BOX 24690
WEST PALM BEACH, FL 33416-4690
305-684-5000

THOMAS J. MILLS
SUPERINTENDENT
OF SCHOOLS

January 22, 1990

Ms. Pam Strachen
H. L. Johnson Community Elementary School

Dear Ms. Strachen:

Thank you for the interest you have expressed in developing an inservice activity for paraprofessionals. They are an important part of the educational program and their professional growth and development has been generally neglected.

I look forward to an invitation to observe your workshop. Hopefully, it can be the beginning of another relationship in inservice.

Sincerely,

Learna G. Ramsey

Learna G. Ramsey
Manager
HROD/Noninstructional Staff Development

LGR:pbb

Enclosures

APPENDIX C

Percentage of New Personnel

Kindergarten Paraprofessionals at the Target School

School Year	1987-88	1988-89	1989-90
Total Number of Assistants in Kindergarten Unit	11	12	9
Number of New Assistants in Unit	6	5	3
Percentage	54.5	41.6	33.3

Appendix D

THE KINDERGARTEN AIDE

General Preparation

1. Become acquainted with the goals of the Kindergarten Program.
2. Become acquainted with the characteristics of the Kindergarten child. Discuss individual children with the teacher and learn what should be expected of them.
3. Become acquainted with the classroom behavior system. assist with the implementation of the system.
4. Discuss daily plans and assist in gathering materials for daily activities.

Daily Schedule

Morning Duties

1. Outside morning supervision.
2. Collect and record all monies received.
3. Maintain accurate records -- attendance, lunch, snack, etc.
4. Send necessary paperwork to office.

Group Activities

1. Small group assistance.
2. One-to-one instruction with students in preventive track.
3. Assist with behavior and rules.
4. Assist with checking of students' work.
5. Staple papers -- return to students.
6. Take individual groups to Media Center. Help in checking out books.
7. Contribute specialized skills and/or talents, such as music, story telling, craft work, games, finger plays, etc., to enchance the curriculum.

Specials

Walk students to and from Fine Arts (Music, P.E., Art); attend and assist during classes.

Snack and Cooking Activities

1. Prepare daily snack.
2. Assist with planning and preparation of weekly cooking activities.
3. Assist with clean-up of utensils and other areas as needed.

Lunch

1. Assist and supervise children in cafeteria.
2. Assist children in cafeteria line, passing out trays napkins, milk, etc.

Afternoon Schedule

1. Planning and organizing for the next day:
2. Help straighten room - straighten, prepare and maintain all centers (clean easels and paint brushes for the next day).
3. Prepare materials for art projects.
4. Run dittos, and file under correct day's work.
5. Maintain and update: bulletin boards, calendar, helper's charts, birthday chart and hats.

Dismissal

1. Assist with dismissal procedures.
2. Walk students to designated areas: buses, car pick-up, enrichment area.

Helpful Hints

1. Discuss with the teacher any concerns that occurred during the day. Remember that open communications result in a good working relationship.
2. Start each day with a positive attitude towards students, staff and yourself!.
3. Take initiative--- your job is an important part of the Kindergarten Program. Helping to keep a positive atmosphere in the classroom will help us provide a nurturing, caring environment.

APPENDIX E

SURVEY

Kindergarten Teachers

1. Do you feel that a training program for the Kindergarten assistants would be valuable in terms of the overall Kindergarten program?

YES NO

2. Should the assistant's duties be outlined in a training program?

YES NO

3. Should the assistant be aware of the discipline techniques that are being used in the classroom and be able to help with the implementation of the program?

YES NO

4. Do you feel that a training program should include areas related to child development?

YES NO

5. Does the working relationship between the teacher and the assistant have a bearing on the success of the program?

YES NO

Appendix F

BEHAVIOR/CLASSROOM MANAGEMENT PRE-TEST/POST-TEST

Read each statement. Write T for true or F for false beside each sentence.

---------- 1. Research shows that effective classroom management is closely related to student learning.

---------- 2. Desist is a term that refers to stopping a misconduct.

---------- 3. Loud desist is a more effective technique than soft desist.

---------- 4. When students are assigned seat work it is best to let the children work independently unless they seek help.

---------- 5. Research shows that rules reduce disruptive behavior.

---------- 6. Approval-focus desist works best with intermediate grades.

---------- 7. Movement smoothness refers to the moving from one activity to another on an "even keel".

---------- 8. An example of a flip-flop or dangle is when a teacher has students do something one by one when it could have been done collectively.

---------- 9. Choral response is positively related to achievement.

---------- 10. Overlapping is a behavior that indicates to the students that the educator knows what they are doing.

---------- 11. Group alert refers to activities that keep students as a group focused on the classwork during recitation.

---------- 12. When an educator uses an angry, punitive desist, it has no ripple effect on other students.

---------- 13. If we provide specific classroom rules, provide for practice and enforce with positive consequences, on-task time will increase.

---------- 14. If praise is used in the primary grades, even if it is general, children will be encouraged and their good conduct increased.

---------- 15. During small group instruction, non-performers should be ignored if they are not creating a distrubance.

---------- 16. Praise for compliance is a form of praise for non-deviant or on-task students when another student is disruptive.

---------- 17. When working with a group of students it is important to pose the questions first and then choose a specific student to respond.

---------- 18. When a student misbehaves it is acceptable to suggest a different behavior to direct the student from deviant behavior.

---------- 19. During rule practice the rule can be demonstrated and the students perform the behavior denoted by the rule.

---------- 20. An effective educator strives to increase student behavior by increasing the child's self-concept.

APPENDIX G
MANAGEMENT OF STUDENT CONDUCT

Research shows that effective classroom management is closely related to student conduct and learning. The following areas describe behaviors that result in better management skills in the classroom.

1. DEVIANCE - a mis-conduct

2. DESIST - to stop a misconduct

3. RULE SPECIFICATION & CLARIFICATION - establish the rule, provide practice of the rule. (Do you follow through? Don't make empty promises.)

4. WITHITNESS - awareness of events taking place in the classroom

5. DESIST MAJOR DEVIANT - get the worst behavior first

6. CORRECT TARGET DESIST - get the right one

7. OVERLAPPING - attend to a task and another activity at the same time in an effective way

8. TASK DESIST OVERLAP - handling a task and a disruption at the same time

9. ROUGHNESS OF DESIST - being negative - Caution: This has a "ripple" effect on students and you can lose control of class.

10. TASK-FOCUS DESIST - way to get students back on task

11. APPROVAL-FOCUS DESIST - praise used to get students back on task - Caution: This works best with students in K-3.

12. GROUP ALERT - questioning techniques to alert non-performers- ask the question first and then call on individual

13. OVERDWELLING - too much of a good thing

14. GROUP FRAGMENTATION - how to move students smoothly - don't move students one at a time

15. EFFECTIVE PRAISE - best with K-3

16. MOVEMENT SLOWDOWN - classroom activities slowdown because of "flip-flops" or "dangles"

17. MOVEMENT SMOOTHNESS - maintaining classroom on an even keel

APPENDIX H

SUGGESTIONS FOR BECOMING A MORE SUCCESSFUL PARAPROFESSIONAL

1. Learn the routine of the day.

2. Get acquainted with school policy as it applies to you and your work.

3. Become a team with the teacher - keep channels of communication honest and open.

4. Consult often with teacher as to how you can help (set up a time for discussion).

5. Ask for clarification when you do not understand an assignment or suggestions.

6. Be mature in your conduct and demonstrate that you are a responsible person.

7. Establish good listening habits and observation techniques.

8. Display confidentiality with regards to student information.

9. Be flexible and willing to move from one task to another. (Remember: However menial the job, it is of great assistance to the program.)

10. Praise pupil's efforts and sucesses.

11. Give encouragement to pupils whenever and wherever you can.

12. Be patient in dealing with pupils.

13. Market yourself and your school.

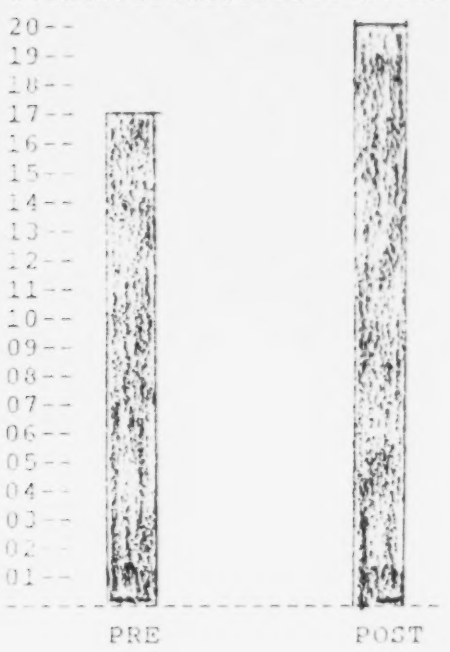
14. Set goals for yourself.

15. Strive to develop new skills that will enable you to be of greater assistance in the classroom.

APPENDIX I

PRE/POST TEST RESULTS

PARTICIPANT A



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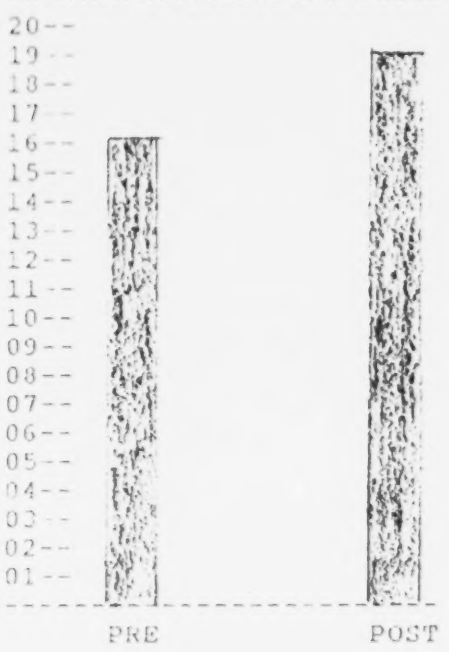

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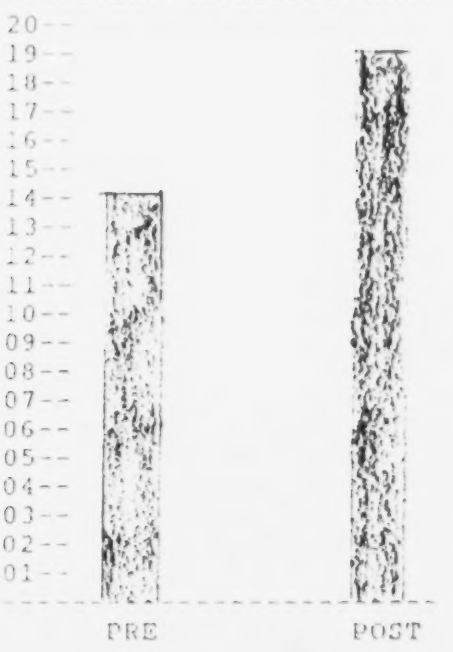

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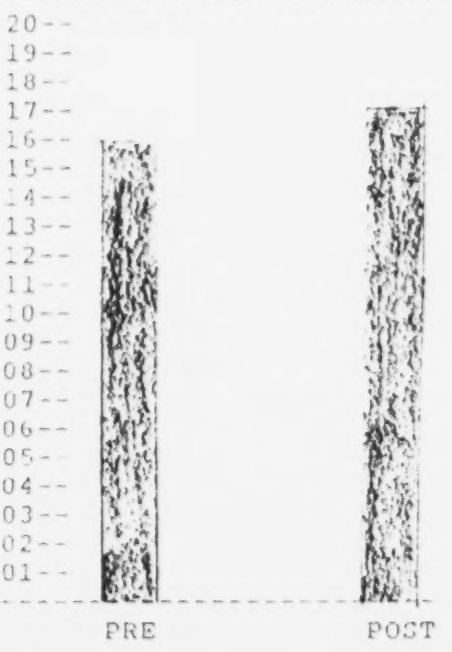
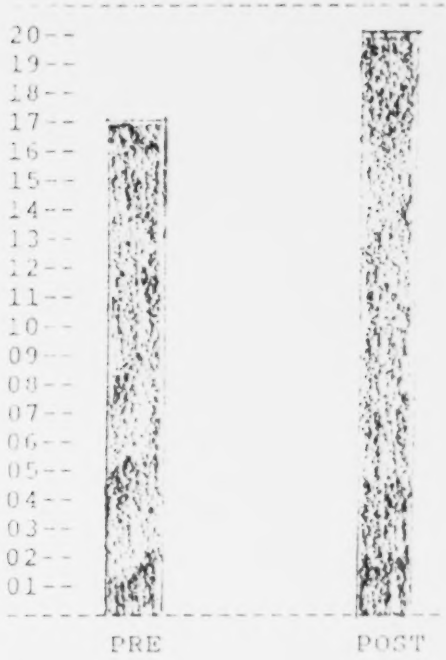


APPENDIX I

PRE/POST TEST RESULTS

PARTICIPANT E



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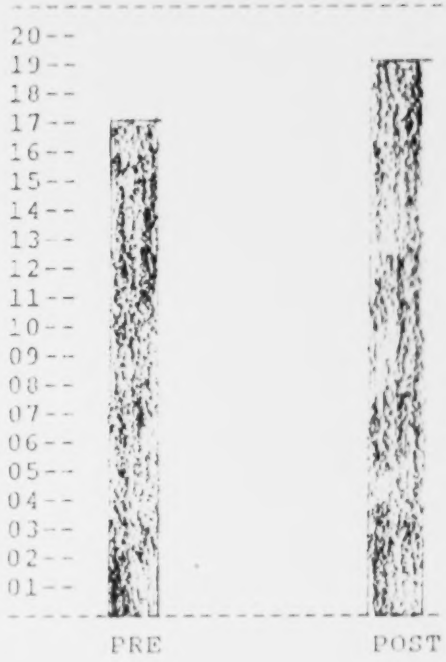
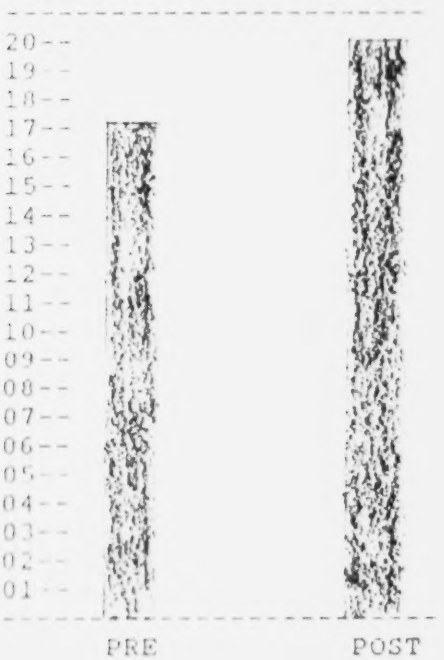


PARTICIPANT G



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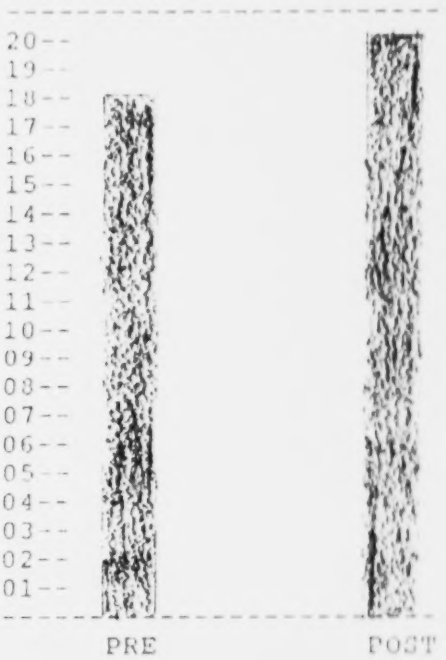
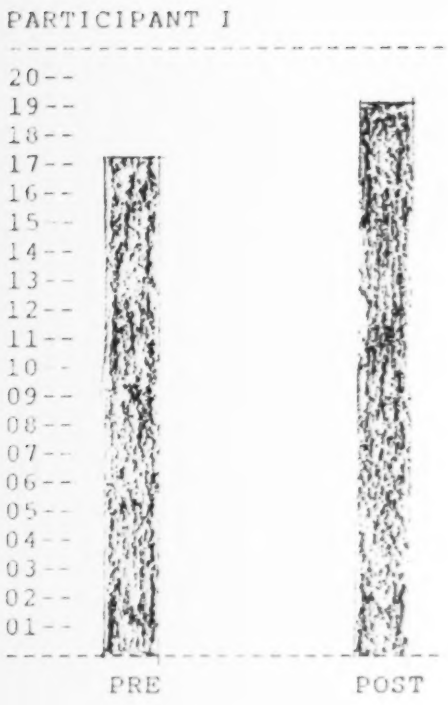


APPENDIX I

PRE/POST TEST RESULTS



Appendix J

AUG 13 1990

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title A Training Program for Paraprofessionals: Classroom Management Skills

Student's Name Pamela Strachan

Program Site W.P.B. Date 7/90

Observer's Name Ann Killets
(please print---------and sign)

Observer's position Principal Phone # 793-4590

Observer's comment on impact of the project (handwritten):

APPENDIX J

INFORMAL OBSERVATION

Name ----------

Date ----------

Activity : Students and paraprofessional-

Management of Student Conduct:

Rule Expication and monitoring:

Withitness: Desist, Quailty, Overlapping

Group Alert:

Movement Smoothness/Slowdown

Praise

APPENDIX K

Observation Results

Participant	Skill/Skills Chosen	Skills Present During Observation	
		Pre	Post
A	group alert	✓	✓
	praise	✓	✓
B	group alert		✓
	praise	✓	✓
C	group alert		✓
D	roughness of desist (improve to become more positive with students)	✓	✓
E	group alert	✓	✓
	praise	✓	✓
F	roughness of desist (improve to become more positive with students)	✓	✓
G	group alert	✓	✓
H	desist major deviant	N/A	N/A
	group alert	✓	✓
I	correct target desist	N/A	N/A
	group alert	✓	✓
	praise	✓	✓

APPENDIX L

Survey of Paraprofessionals

1. Complete the following statement: As a result of the training program, I have a greater understanding of:

2. List the activities or portion of the training session that you felt were the most beneficial and effective.

3. If a training session for paraprofessionals should be set up for next year what items or activities do you think should be included ?

4. List useful suggestions or comments about the training program and how it could have been more effective.

APPENDIX M

Survey Results

Responses	Number of Individuals Responding
Question One	
- job duties	2
- terms/meanings	4
- awareness of areas of classroom management	1
- behavior of students and how to correct behavior problems more effectively	2
Question Two	
- open communication/observation of others/getting ideas from others	6
- awareness of skills and possible weakness of participant	1
- different areas of management skills that relate to student conduct	2
Question Three	
- job description (duties) in writing/ description of academic duties e.g. kindergarten SADI skills	3
- observation of others	4
- structure the program to training program format	1
- additional T.V. training	1
Question Four	
- provide additional time	2
- continue same format (enjoyed opportunity to communicate with others, discuss similar problems in non-threatning environment)	2
- implement program at beginning of school year	1
- training program should be a requirement of all new paraprofessionals	1
- training program should be included during school day (same as this project)	1
- include T.V training videos	1
- provide a list of duties	1